

### Program Enhancement Process

Phase	Step	Considerations	Form	Comments
<b>PRECONSTRUCTION</b>	Identify partners in the enhancement process	<ul style="list-style-type: none"> <li>Are your adjunct instructors involved?</li> <li>Are community partners (e.g., employers, directors of diverse local programs, disability specialists)?</li> <li>Have you included graduates of your program who are currently working in the field?</li> </ul>		
	Clarify your values and vision for change	<ul style="list-style-type: none"> <li>Have you and your partners identified what you want your Graduates of the Future to know and be able to do? Specifically, what capabilities do you want your graduates to have vis-à-vis supporting children of diverse abilities and their families? Inclusion? Diversity?</li> <li>Have you identified areas in which your program is currently supporting movement toward that vision? Or areas in which it might be important to increase your efforts?</li> </ul>	<b>Graduate of the Future</b>	
<b>DECONSTRUCTION / RECONSTRUCTION</b>	Establish the context for the course	Who takes this course? Where does it fall in the sequence of the program?		
	Describe the gist of the course	What are the major concepts or values students should take away from this course related to children of diverse abilities and inclusion? Cultural and linguistic diversity?		
	Review the course title and description	<ul style="list-style-type: none"> <li>Does the course title match the gist?</li> <li>Does the course description match the gist?</li> <li>Do the course title and description match the values? Do they clearly articulate the ages of children to be addressed?</li> </ul>	<b>Rubric</b>	
	Review the objectives/ learning outcomes	<ul style="list-style-type: none"> <li>Do the objectives/outcomes match the gist?</li> <li>Do the objectives/outcomes reflect the values?</li> <li>Are the objectives/outcomes measurable? Are they reasonable?</li> </ul>	<b>Rubric</b> <b>Assignment Alignment Checklist</b>	

Phase	Step	Considerations	Form	Comments
<b>DECONSTRUCTION / RECONSTRUCTION</b>	Review the assignments	<ul style="list-style-type: none"> <li>• Do the assignments provide opportunities to measure achievement of each learning objective/outcome?</li> <li>• Do the assignments incorporate opportunities for both knowledge acquisition and knowledge application? Do any of them presume prior knowledge or experience?</li> <li>• Do the assignments occur in a logical sequence?</li> <li>• Do the assignments match the gist? Reflect the values?</li> <li>• Do the rubrics incorporate an emphasis on the content and the values?</li> </ul>	<b>Rubric</b>  <b>Assignment Alignment Checklist</b>	
	Instructional sequence and resources	<ul style="list-style-type: none"> <li>• Does the sequence of instruction flow logically?</li> <li>• Is the content thoughtfully distributed across the course?</li> <li>• Do the instructional resources (activities, readings, handouts, guest speakers) consistently reflect program values?</li> <li>• If there is a text, does it support the objectives/outcomes and the values?</li> <li>• Are field experiences thoughtfully aligned with course experiences to promote discussion, reflection, and evidence-based practices?</li> </ul>	<b>Rubric</b>	
	Overall program alignment	<ul style="list-style-type: none"> <li>• Does the revised sequence of instruction build the capabilities desired for your Graduate of the Future?</li> <li>• Do the practica/field experiences support development of the capabilities desired for your Graduate of the Future?</li> </ul>	<b>Graduate of the Future</b>	